

VISIT...

LANZAROTE
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MATERIALS

Game cards;
Game board

Rhyme



5–8 minutes

Say the words *bout* and *stout*. Tell the child that the words have the same sound at the end: /out/. Have the child say the two words. Ask the child to name other words that rhyme with *bout* and *stout* (*sprout*, *shout*, *snout*, *pout*, *trout*, etc.).

Say the words *bout/stout/couch*. Have the child repeat the words. Tell the child that the word *couch* does not rhyme with *bout* and *stout* because it ends with different sounds: /ouch/.

Say the following words one group at a time. Have the child repeat the words and tell you which word does not rhyme: *judge/fudge/bound*; *moth/form/cloth*; *door/duck/luck*; *boot/boat/coat*.

Show the child the game board and name each picture on the bags: *hare*, *clock*, *can*, *goat*, *king*, *log*. Then name each picture on the game cards: *chair*, *stair*, *pear*, *bear*, *block*, *sock*, *lock*, *frog*, *dog*, *coat*, *boat*, *man*, *van*, *fan*, *ring*, *swing*. Shuffle the cards and have the child see how quickly he/she can sort them into the bags according to which picture each rhymes with. Tell the child the name of the picture if he/she forgets it. Have the child try again to see if he/she can beat his/her time.

Sound Discrimination: Initial Sounds



2–3 minutes

Say the following sentence slowly, emphasizing the /r/ sound, and ask the child to clap every time he/she hears /r/: *Ricky Rabbit races a row of red robots over rocks in the rain*. Repeat with this sentence, emphasizing the /b/ sound: *Billy Bear bounces big beach balls with bad, beefy Bill*. Have the child try to make up a silly sentence using one of the sounds.

Say the following words: *clap/clock/blue*. Have the child repeat the words and tell you which two words start with the same sound. Then repeat the steps with the following words, saying each group one at a time: *brick/brush/track*; *shoe/sign/shell*; *sleeve/church/cheese*; *frog/glove/from*; *sweet/spot/swam*.

Blending Syllables



2–3 minutes

Say the following word by splitting it into three syllables, pausing between the syllables: *yes...ter...day*. Tell the child that you can blend the three parts of the word together to say the whole word: *yesterday*. Repeat the syllables and have the child blend them together to say the word: *yes...ter...day/yesterday*.

Provide the following words one at a time. Say the syllables and have the child blend the syllables together to say the word.

tutor: *be...fore*; **child:** *before*

tutor: *sur...prise*; **child:** *surprise*

tutor: *gi...gan...tic*; **child:** *gigantic*

tutor: *ter...ri...ble*; **child:** *terrible*

tutor: *wa...ter*; **child:** *water*

tutor: *wa...ter...mel...on*; **child:** *watermelon*

MATERIALS

Blending Onset and Rime



2–3 minutes

Ask the child to listen as you say two parts of a word and then blend them together: /f/.../āɪ/, *fair*. Say the onset and rime again and have the child blend parts together to say the word (**tutor:** /f/.../āɪ/; **child:** *fair*).

Say the following words one at a time by splitting them into their onset and rime. Have the child blend them together to say the whole word.

tutor: /tr/.../ān/; **child:** *train*

tutor: /r/.../ān/ ; **child:** *rain*

tutor: /str/.../ān/; **child:** *strain*

tutor: /sl/.../ɪk/; **child:** *slick*

tutor: /ch/.../ɪk/; **child:** *chick*

tutor: /br/.../ɪk/; **child:** *brick*

tutor: /ch/.../ōk/; **child:** *choke*

tutor: /str/.../ōk/; **child:** *stroke*

tutor: /sm/.../ōk/; **child:** *smoke*

Read-aloud
book

Optional Listening Activity

Read the book *Pets Are Pests* or a book of your choice to the child. Show the child the illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words that start with /p/ as you read the story. Model fluent reading using appropriate expression. Pause occasionally before turning the page to ask, *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? What were some pets the boy wanted to have? Why couldn't he have those pets? What pet did he get in the end?*



